

### Accomplished Professional Educator Framework Alignment

<b>GSTEP PRINCIPLE I. CONTENT AND CURRICULUM: Professionals demonstrate a strong knowledge of content area(s) appropriate for their certification levels.</b>				
<b>UGA/COE Conceptual Framework</b>	<b>Accomplished Professionals</b>	<b>PSC&amp;NCATE</b>	<b>BOR Principles</b>	<b>National Board of Professional Teaching Standards (NBPTS)</b>
Exemplary Professionals	1-A demonstrate knowledge of content, major concepts assumptions, debates, processes of inquiry, and ways of knowing that are central to the field(s) they practice.	Standard 1.1, 1.2 Content Knowledge PSC Standard 7.1 Minimum GPA 2.5 7.2 Knowledge of Reading Methods PSC Standard 8 Content standards	IIA (1) Demonstrate sufficient depth in all content fields. IIB (7). Institutions have at least an 80% annual pass rate on PRAXIS II for each reportable demographic group of teacher candidates by 2006, while maintaining or increasing the number of minority teachers prepared; and set annual goals toward the 80% threshold between 2002-2006 (2001). IIA (4) Diagnose difficulties in reading and mathematics and know what to do about them. III I. Higher admission requirements (1998) I C. Experienced teachers completing graduate programs are accomplished in the five core principles of the National Board for Professional Teaching Standards (1998).	Proposition 2: Knowledge of subjects and how to teach those subjects
Exemplary Professionals	I-B understand and use knowledges that are appropriate for diverse learners they work with.	Standard 1.3, 1.4, 1.5 pedagogical content knowledge; professional & pedagogical content knowledge Standard 4.1 Diversity PSC Standard 7.3; knowledge of children w/special needs PSC Standard 8 Content Standards	IIA(3) Differentiate instruction for individual P-12 students or groups of students that reflects students' own experiences, learning styles, interests, cultures, and special needs III(B-E) Stronger Content Preparation	Proposition 1: Committed to students and their learning

\* Alignment of GSTEP Framework PSC/NCATE Standards with Board of Regents Principles is focused primarily on sections IA, IIA and III (Prepared by K. deMarrais, UGA)

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Exemplary Professionals	I-C stay current in their field expertise as engaged learners and/or performers in their fields.	Standard 1.1, 1.2 Content Knowledge Standard 1.3, 1.4, 1.5 pedagogical content knowledge; professional & pedagogical content knowledge	III(B-E) Stronger Content Preparation Stronger Content Preparation III(B-E)	Proposition 4: Think systematically about their practice and learn from experience
Exemplary Professionals	1-D relate expertise and see connections between it and the everyday life of students.			Proposition 2: Knowledge of subjects and how to teach those subjects
Exemplary Professionals	1-E carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in their fields of expertise	Standard 1.3 Pedagogical content knowledge	III(B-E) Stronger Content Preparation	Proposition 4: Think systematically about their practice and learn from experience
		PSC Standard 7.4 Proficiency in technology	IIA(6) Use telecommunication and information technologies as tools for P-12 student learning and meet Georgia Technology Standards for Educators	
<b>GSTEP PRINCIPLE II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Professionals support the intellectual, social, physical, and personal development of all students.</b>				
<b>UGA/COE Conceptual Framework</b>	<b>Accomplished Professionals</b>	<b>PSC &amp; NCATE</b>	<b>BOR Principles</b>	<b>NBPTS</b>
Professionals Prepared to work in Diverse, Global Communities	II-A believe that all children can learn at high levels and hold high expectations for all.	Standard 1.6 Dispositions Standard 1.7, 1.8 Student learning Standard 4.1 Diversity	IIA(2) Set high learning standards for all students in a school classroom and organize curriculum, instruction, and assessment around the standards III (K-M) Stronger content preparation in Area F	Proposition 1: Committed to students and their learning

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Reflective Professionals	II-B understand how learning occurs in general and in the field of expertise (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).	Standard 1.4 1.5 Professional and pedagogical knowledge and skills	IIA (2) Set high learning standards and organize curriculum, instruction, and assessment around the standards I A. Teacher candidates are accomplished in bringing P-12 students from diverse groups to high levels of learning and achievement at point of initial recommendation for certification (1998).	Proposition 1: Committed to students and their learning; Proposition 2: Knowledge of subjects and how to teach those subjects
	II-C are sensitive, alert, and responsive to all aspects of a child’s well-being.	Standard 1.6 Dispositions Standard 4.1 Diversity	IIA (3) Differentiate instruction III (K-M) Stronger content preparation in Area F	Proposition 1: Committed to students and their learning
Professionals Prepared to work in Diverse, Global Communities	II-D understand how factors in environments inside and outside of fields of practice may influence students’ lives and learning.	Standard 1.4, 1.5 Professional and pedagogical knowledge and skills Standard 1.7, 1.8 Student learning Standard 4.1 Diversity	IIA (3) Differentiate instruction IIA(3) Differentiate instruction IIA (5) Use data on P-12 student learning and achievement to set benchmarks and to monitor student progress toward continuous improvement IIA (3) Differentiate instruction III (K-M) Stronger content preparation in Area F	Proposition 1: Committed to students and their learning
Professionals Prepared to work in Diverse, Global Communities	II-E are informed about and adapt their work based on students’ stages of development, multiple intelligences, learning styles, and areas of exceptionality.	Standard 1.4 , 1.5 Professional and pedagogical knowledge and skills; Standard 4.1 Diversity	IIA (3) Differentiate instruction	Proposition 1: Committed to students and their learning; Proposition 2: Knowledge of subjects and how to teach those subjects

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Professionals Prepared to work in Diverse, Global Communities	II-F establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.	Standard 4 Diversity; PSC Standard 7.3 Knowledge of children w/special needs	IIA (3) Differentiate instruction IIB (9) Institutions ensure collaboration in the preparation of teachers, counselors, and leaders that is focused on the interrelated roles of all school personnel in improving student academic success III (K-M) Stronger content preparation in Area F	Proposition 1: Committed to students and their learning
<b>GSTEP PRINCIPLE III. LEARNING ENVIRONMENTS: Professionals create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.</b>				
<b>UGA/COE Conceptual Framework</b>	<b>Accomplished Professionals</b>	<b>PSC &amp; NCATE</b>	<b>BOR Principles</b>	<b>NBPTS</b>
Exemplary Professionals	III-A create learning communities in which students assume responsibility, participate in decision-making, and work both collaboratively and independently.	Standard 1.4, 1.5 Professional and pedagogical knowledge and skills	IIB (9) Institutions ensure collaboration in the preparation of teachers, counselors, and leaders that is focused on the interrelated roles of all school personnel in improving student academic success III (K-M) Stronger content preparation in Area F	Proposition 5: Members of learning community
Reflective Professionals	III-B organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.	Standard 1.4, 1.5 Professional and pedagogical knowledge and skills	IIA(7) Teacher candidates manage P 12 classrooms effectively	Proposition 3: Responsible for managing and monitoring student learning
Professionals Prepared to work in Diverse, Global Communities	III-C understand and implement effective management of their fields.	Standard 1.4, 1.5 Professional and pedagogical knowledge and skills	IIA(7) Manage classrooms effectively	Proposition 3: Responsible for managing and monitoring student learning
Exemplary Professionals	III-D recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning and development.	Standard 1.4, 1.5 Professional and pedagogical knowledge and skills	IIA(3) Differentiate instruction IIA (5) Use data on student learning and monitor student progress	Proposition 1: Committed to students and their learning
Professionals Prepared to work in Diverse, Global Communities	III-E are sensitive to and use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classroom and schools.	Standard 4.1 Diversity	IIA(3) Differentiate instruction III (K-M) Stronger content preparation in Area F	Proposition 1: Committed to students and their learning

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	III-F access school, district, and community resources in order to foster students' learning/development and well-being.	Standard 1.4, 1.5 Professional and pedagogical knowledge and skills; Standard 1.7, 1.8 Student Learning	IIB (9) Institutions ensure collaboration in the preparation of teachers, counselors, and leaders that is focused on the interrelated roles of all school personnel in improving student academic success III (K-M) Stronger content preparation in Area F	Proposition 5: Members of learning community
Reflective Professionals	III-G use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the field.	Standard 1.4, 1.5 Professional and pedagogical knowledge and skills	IIA (6) Use telecommunication and information technologies III(F-H) Field Experiences	
<b>GSTEP PRINCIPLE IV. ASSESSMENT: Professionals understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.</b>				
<b>UGA/COE Conceptual Framework</b>	<b>Accomplished Professionals</b>	<b>PSC &amp; NCATE</b>	<b>BOR Principles</b>	<b>NBPTS</b>
Exemplary Professionals	IV-A understand measurement theory and characteristics, uses, and issues of different types of assessment.	Standard 1.4, 1.5 Professional and pedagogical knowledge and skills; Standard 1.7 Student learning	IIA(5) Use data on P-12 student learning and to monitor student progress	Proposition 3: Responsible for managing and monitoring student learning
Reflective Professionals	IV-B use preassessment data to select or design, clear, significant, varied and appropriate student learning/development goals.	Standard 1.7, 1.8 Student learning	IIA(5) Use data on P-12 student learning and to monitor student progress	Proposition 3: Responsible for managing and monitoring student learning

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Professionals Prepared to work in Diverse, Global Communities	IV-C choose, develop, and use field-based assessment methods appropriate for professional decisions.	Standard 1.7, 1.8 Student learning	IIA(4) Diagnose difficulties in reading and mathematics and know what to do about them.	Proposition 3: Responsible for managing and monitoring student learning
Exemplary Professionals	IV-D involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning/development.	Standard 1.7, 1.8 Student learning	IIA (3) Differentiate instruction	Proposition 3: Responsible for managing and monitoring student learning
Exemplary Professionals	IV-E develop and use valid, equitable assessment procedures based on student learning/development	Standard 1.7, 1.8 Student learning	IIA(5) Use data on P-12 student learning and to monitor student progress	Proposition 3: Responsible for managing and monitoring student learning
Exemplary Professionals	IV-F use assessment data to communicate student progress knowledgeably and responsibly to students, parents and other school personnel.	Standard 1.7, 1.8 Student learning	IIA(5) Use data on P-12 student learning and to monitor student progress	Proposition 3: Responsible for managing and monitoring student learning
Exemplary Professionals	IV-G use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.	Standard 1.7, 1.8 Student learning	IIA(5) Use data on P-12 student learning and to monitor student progress IIA (6) Use telecommunications and information technologies	Proposition 3: Responsible for managing and monitoring student learning
Exemplary Professionals	IV- H are committed to using assessment to identify student strengths and needs and promote student growth.	Standard 1.7, 1.8 Student learning	IIA(5) Use data on P-12 student learning and to monitor student progress	Proposition 3: Responsible for managing and monitoring student learning

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<b>GSTEP PRINCIPLE V. PLANNING AND INSTRUCTION: Professionals design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessments.</b>				
<b>UGA/COE Conceptual Framework</b>	<b>Accomplished Professionals</b>	<b>PSC &amp; NCATE</b>	<b>BOR Principles</b>	<b>NBPTS</b>
Exemplary Professionals	V-A articulate clear and defensible rationales for their choices of learning/development materials and professional strategies.	Standard 1.3, 1.4 Professional & Pedagogical Content Knowledge	IIA (2) Set high learning standards and organize curriculum, instruction, and assessment around the standards IIA (3) Differentiate instruction IIA (4) Diagnose difficulties in reading and mathematics and know what to do about them.	Proposition 2: Knowledge of subjects and how to teach those subjects
Reflective Professionals	V-B plan and carry out tasks based upon knowledge of professional standards, procedures, students, learning environments, and assessment.	Standard 1.3, 1.4 Professional & Pedagogical Content Knowledge	III(B-E) Stronger Content Preparation IIA (2) Set high learning standards and organize curriculum, instruction, and assessment around the standards IIA (5) Use data on P-12 student learning and monitor student progress III (K-M) Stronger content preparation in Area F III (F-H) Field Experiences	Proposition 3: Responsible for managing and monitoring student learning
Professionals Prepared to work in Diverse, Global Communities	V-C understand and use a variety of professional strategies appropriately to maintain student engagement and support the learning/development of all students.	Standard 4.1 Diversity 7.4 Proficiency in Technology	III(B-E) Stronger Content Preparation III (F-H) Field Experiences IIA (6) Use telecommunication and information technologies	Proposition 3: Responsible for managing and monitoring student learning
	V-D monitor and adjust strategies in response to student feedback.	Standard 1.7, 1.8 Student Learning	III(F-H) Field Experiences	Proposition 3: Responsible for managing and monitoring student learning

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	V-E vary their roles in the professional process (e.g. instructor, counselor, administrator, coach, assessor) in relation to the purposes of the tasks and the needs of students.	Standard 1.7, 1.8 Student Learning	IIA (3) Differentiate instruction	Proposition 1: Committed to students and their learning
Professionals Prepared to work in Diverse, Global Communities	V-F use appropriate resources, materials, and technology to enhance learning/development for diverse learners.	Standard 1.3, 1.4 Professional & Pedagogical Content Knowledge; Standard 4.1 Diversity PSC Standard 7.4 Proficiency in Technology	IIA (1) Demonstrate sufficient depth in all content fields IIA (3) Differentiate instruction IIA (6) Use telecommunication and information technologies III(F-H) Field Experiences	Proposition 3: Responsible for managing and monitoring student learning
	V-G value and engage in planning as a collegial activity.	Standard 1.6 Dispositions	III(F-H) Field Experiences III (K-M) Stronger content preparation in Area F	Proposition 5: Members of learning community
<b>GSTEP PRINCIPLE VI. PROFESSIONALISM: Professionals recognize, participate in, and contribute to education as a profession</b>				
<b>UGA/COE Conceptual Framework</b>	<b>Accomplished Professionals</b>	<b>PSC &amp; NCATE</b>	<b>BOR Principles</b>	<b>NBPTS</b>
Exemplary Professionals	VI-A continually examine and extend their knowledge of the history, ethics, politics, organization, and practices of their profession(s).	Standard 1.3, 1.4 Professional and pedagogical knowledge; PSC 7.6 Ethical Standards	IIA (1) Demonstrate sufficient knowledge in all content fields III (K-M) Stronger content preparation in Area F III (F-H) Field Experiences	Proposition 4: Think systematically about their practice and learn from experience
Professionals Prepared to work in Diverse, Global Communities	VI-B understand and abide by laws related to rights and responsibilities of students, professionals, and families.	Standard 1.6 Dispositions Standard 7.3 knowledge of children w/special needs Standard 4.1 Diversity	IIA (2)Set high learning standards and organize curriculum, instruction, and assessment around the standards III (K-M) Stronger content preparation in Area F	Proposition 5: Members of learning community

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Exemplary Professionals	VI-C follow established codes of professional conduct, including school and district policies.	Standard 1.6 Dispositions Standard 7.6 Ethical Standards	IIA (2) Set high learning standards and organize curriculum, instruction, and assessment around the standards III (K-M) Stronger content preparation in Area F	Proposition 4: Think systematically about their practice and learn from experience Proposition 5: Members of learning community
Reflective Professionals	VI-D systematically reflect on practice and learning to improve their own practice.	Standard 1.3, 1.4 Professional and pedagogical knowledge	IIA (2) Set high learning standards and organize curriculum, instruction, and assessment around the standards IIA (3) Differentiate instruction III (K-M) Stronger content preparation in Area F	Proposition 4: Think systematically about their practice and learn from experience
Reflective Professionals	VI-E seek opportunities to learn based upon reflection, input from others, and career goals.	Standard 1.6 Dispositions	IIA (2) Set high learning standards and organize curriculum, instruction, and assessment around the standards III (K-M) Stronger content preparation in Area F	Proposition 4: Think systematically about their practice and learn from experience
	VI-F advocate for better field environments, and opportunities that support the diverse needs of and high expectations for all students.	Standard 4.1 Diversity	IIA (1) Demonstrate sufficient depth in all content fields IIA (3) Differentiate instruction	Proposition 1: Committed to students and their learning
	VI-G assume leadership and support roles as part of a school team.	Standard 1.6 Dispositions	III (K-M) Stronger content preparation in Area F	Proposition 5: Members of learning community

## **Accomplished Professional Educator Framework Alignment**

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### **BOARD OF REGENTS PRINCIPLES NOT INCLUDED IN ABOVE TABLE:**

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#### **I Results**

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I B. After two years of teaching, program graduates show advanced levels of accomplishment in bringing P-12 students from diverse groups to high levels of learning and achievement (2001).

I D. Through partner schools (or approved alternative) P-12 students from diverse groups are learning and achieving at high levels (1998).

#### **II Performance (teacher candidates and institutions)**

IIB (1). Institutions guarantee that graduates meet all expectations listed under performance and results, and provide additional training for any graduate identified by a school system as not meeting expectations (1998).

IIB (2a). Institutions increase the number of high quality candidates from each demographic group represented in the school-age population of the institution's service area (2004).

IIB (2b) Institutions balance supply and demand by increasing the number of high quality teacher candidates desiring to teach in shortage fields (2004).

II B (2b). Institutions balance supply and demand by increasing the number of high quality teacher candidates desiring to teach in shortage fields.

IIB (3). Institutions increase by 10% the number of teacher candidates with HOPE Promise Scholarships (1998).

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IIB (4). Institutions provide dual certification programs in early childhood education and special education to meet state need and to increase student learning and achievement in Georgia's public schools (optional) (2001).

IIB (5). In collaboration with the schools, institutions mentor graduates during their first two years of teaching on all dimensions of the guarantee (1998).

IIB (6). Institutions utilize a network of partner schools (or Board of Regents' approved alternative) to work with area school systems and their community partners on the following goals:

- Increasing P-12 student learning and achievement,
- Mentoring beginning teachers,
- Providing field-placements for teacher candidates to demonstrate outcomes of guarantee,
- Collaborating in the preparation and development of teachers,
- Increasing the amount of school-based research on improvement of schools and on teacher preparation and development programs (2001).

IIB (8). Institutions support and recognize faculty for participation in teacher preparation and in school improvement efforts through decisions in such areas as promotion and tenure, salary increases, workload, and allocation of resources (2001).

IIB (10). Through its Continuous Improvement and Accountability System, institutions ensure they are preparing high quality teachers. (2005)

### **III Inputs**

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III A. Responsibility for teacher preparation vested in a collaborative of education, arts and sciences, and school faculty (1998).

III J. Collaboration between Two-Year and Four-Year Partner Institutions to Ensure Seamless Transition for Students (2004). NEW